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ABSTRACT

This curriculum guide contains the information required to present a postsecondary-level 10-week office systems course for students who have already completed 3 quarters of course work toward an office assistant diploma. The document begins with a course rationale, list of 10 suggested teaching strategies, and list of 9 course objectives that are based on competency requirements listed in the report of the Secretary's Commission on Achieving Necessary Skills. Presented next are a course outline and outlines, objectives, and activities for each of the course's four units, which deal with the following topics: information processing (information processing systems, telecommunication systems, organization and technology); document distribution (processing mail, reprographics); administrative support functions (travel, meetings, appointment scheduling, manners and ethics); and simulation (job planning, office setup/tasks, business reports, employment portfolios). Concluding the guide are PowerPoint slides for each unit. Appendixes contain examples of assignments, activities, lesson plans, handouts, and tests. Contains 27 references and 39 pertinent website addresses. (MN)

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CURRICULUM GUIDE FOR BEOS 621, IMPROVEMENT OF INSTRUCTION OF BUSINESS SUBJECTS

Office Systems



by

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TABLE OF CONTENTS

Course Description	1
Course Rationale	2
Teaching Strategies	3
Course Objectives	4
Course Outline	5
Unit 1 Outline, Objectives, and Activities	6, 7
Unit 2 Outline, Objectives, and Activities	8, 9
Unit 3 Outline, Objectives, and Activities	10, 12
Unit 4 Outline, Objectives, and Activities	13, 14
Internet/WWW Sites	15, 16, 17
References	18, 19
PowerPoint Slides	20, 21, 22
Appendix	23

COURSE DESCRIPTION

COURSE DESCRIPTION

This Office Systems course is designed to develop skills and understandings required for a rapidly changing workplace. This course refines the skills established in previous business courses and replicates the tasks required in today's office while instilling transitional skills for tomorrow's office.

This Office Systems course is a capstone to internship, creating the gateway to actual job placement. Students who enroll in this class have completed three quarters toward an Office Assistant Diploma. They have received training in problem solving, time management, career planning, workplace readiness, communications, English, records management, word processing, and data processing.

Office Systems is a 10-week course which meets one hour per day. Average class enrollment is 15 students. A computerized workstation with appropriate software, equipment, and supplies is provided for each student.

Equipment provided includes: calculator, dictating and transcribing machines, computer with printer, photocopier, facsimile, typewriter, postage meter, and check protector.

Software provided includes: WordPerfect, Windows 95, Windows 3.1, Microsoft Office (Word, Excel, Access, PowerPoint), Microsoft Works, LOTUS, First Choice, MicroTypewriter, and several desktop programs. Students will also have access to E-Mail and the Internet.

COURSE RATIONALE

COURSE RATIONALE

An Office Systems course is an integral part of the career preparation program. It is a course that introduces students to the reality of working in the "real world" and bridges the gap between school and work.

This Office Systems course is an important component in a postsecondary curriculum to develop skills and understandings that have wide application. Whether students aspire to further their education, enter the workforce, become professionals or entrepreneurs, they will possess a sound background that will be invaluable to succeed in tomorrow's global economy.

TEACHING STRATEGIES

TEACHING STRATEGIES

The practices used in this class will address the workplace skills needed by today's workforce in various situations to enable a work ready employee. Some of the strategies used will provide opportunities for the following:

- ◆ continual hands-on training for reinforcement of skills
- ◆ activities mirroring "real world" scenarios to develop skills for participation in a global environment
- ◆ self-directed activities for applying applicable skills for creativity
- ◆ collaboration among students to resolve relevant problems requiring a group consensus
- ◆ team participation for responsible decision making
- ◆ investigative analysis using deductive reasoning through exploration, field trips and guest speakers
- ◆ self-evaluation, peer evaluation, and team evaluation
- ◆ formulating activities to reflect emotional aspects accompanying personal judgment issues
- ◆ acquiring oral and written communication skills
- ◆ acquiring teaching and presentation skills

COURSE OBJECTIVES

COURSE OBJECTIVES

At the end of this course, students will:

- ◆ have an increased ability to compete for, attain, and advance in the global workforce
- ◆ develop a knowledge of the role of the office and the office worker in today's constantly changing business world
- ◆ acquire marketable skills in the context of efficient, effective procedures and technology
- ◆ reinforce and extend basic skills of English, math, decision making, information management, and critical thinking
- ◆ learn the importance of time management and productivity
- ◆ communicate and interact effectively with co-workers, supervisors, and customers or clients
- ◆ commit to being lifelong learners adaptable to changing work procedures, equipment, and software
- ◆ develop an understanding of emerging technologies and their impact on how offices function
- ◆ identify opportunities for employment and professional growth in office occupations

Based on competency requirements listed in the SCANS Report and the National Standards of Business Education.

COURSE OUTLINE

COURSE OUTLINE

I. INFORMATION PROCESSING

- A. Information Processing Systems**
- B. Using Telecommunication Systems**
 - 1. Telecommunication Technology**
 - a. Internet/E-Mail**
 - b. Facsimile**
 - c. Teleconferencing**
 - d. Voice Mail**
 - e. Satellite Communications**
 - f. LAN and WAN**
 - 2. Incoming Telephone Communications**
 - 3. Outgoing Telephone Communications**
- C. Organization and Technology**
 - 1. Centralized/Decentralized Structure**
 - 2. Distributed Structure**

II. DOCUMENT DISTRIBUTION

- A. Processing Mail**
 - 1. Incoming Mail Procedures**
 - 2. Outgoing Mail Procedures**
- B. Reprographics**
 - 1. Office Copier**
 - 2. Desktop Publishing/Imaging (Power Point)**

III. ADMINISTRATIVE SUPPORT FUNCTIONS

- A. Travel**
- B. Meetings**
- C. Appointment Scheduling**
- D. Manners and Ethics**

IV. SIMULATION

- A. Job Planning**
- B. Office Setup/Tasks**
- C. Business Reports**
- D. Employment Portfolio**

**UNIT 1:
OUTLINE, OBJECTIVES, AND
ACTIVITIES**

UNIT I: INFORMATION PROCESSING

Unit Outline:

- I. Information Processing Systems**
- II. Using Telecommunication Systems**
 - A. Telecommunication Technology**
 - 1. Internet/E-Mail**
 - 2. Facsimile**
 - 3. Teleconferencing**
 - 4. Voice Mail**
 - 5. Satellite Communications**
 - 6. LAN and WAN**
 - B. Incoming Telephone Communications**
 - C. Outgoing Telephone Communications**
- III. Organization and Technology**
 - A. Centralized/Decentralized Structure**
 - B. Distributed Structure**

Unit Objectives:

After completion of this unit, students will be able to:

- ◆ identify methods of transmitting voice, data, text, and images
- ◆ identify equipment, technology, and procedures for common forms of telecommunications
- ◆ explain why information processing is needed in business
- ◆ explain information processing workflow
- ◆ describe common information processing activities office workers perform
- ◆ identify common information processing software and explain the steps one would use to learn a new software package on the job
- ◆ access and use information from the Internet
- ◆ explain traditional information processing methods
- ◆ explain electronic information processing methods
- ◆ explain common features of telephone and voice messaging systems
- ◆ understand and demonstrate how to respond effectively to incoming telephone calls

Unit Objectives (Continued)

- ◆ describe the different types of teleconferencing systems
- ◆ describe an integrated communication system
- ◆ follow common procedures for using a fax machine
- ◆ use E-mail (including interoffice and international correspondence)
- ◆ demonstrate procedures for handling outgoing telephone calls

Unit Activities:

INFORMATION PROCESSING SYSTEMS

- ◆ Invite a representative of the local telephone company or a communications service to discuss current technologies in the field.
- ◆ Plan a visit to a company where students can observe an information processing system.

TELECOMMUNICATION SYSTEMS

- ◆ Students will become E-Mail keypals with students in Ms. Elaine Baxter's class at St. Wilfrid's RC Comprehensive School in Sunderland, England.
- ◆ Give students a list of businesses and have them find telephone numbers from the Internet.
- ◆ Have students join a class discussion using the Nicenet.org web site.
- ◆ Video and/or audio record students simulating incoming and outgoing telephone calls. Students will evaluate one another.
- ◆ Simulate incoming telephone calls and have students record messages.

ORGANIZATION AND TECHNOLOGY

- ◆ Have a class discussion regarding the special skills students will need to cope in the integrated office of the future.
- ◆ Using a computer and a word processor, have students write a summary of their assessment of varying computer and technology structures.

**UNIT 2:
OUTLINE, OBJECTIVES, AND
ACTIVITIES**

UNIT II: DOCUMENT DISTRIBUTION

Unit Outline:

- I. Processing Mail**
 - A. Incoming Mail Procedures**
 - B. Outgoing Mail Procedures**
 - C. Interoffice Correspondence**
- II. Reprographics**
 - A. Office Copier**
 - B. Desktop Publishing/Imaging (Power Point)**

Unit Objectives:

After completion of this unit, students will:

- ◆ learn and apply procedures for processing incoming and outgoing mail
- ◆ learn about the equipment available to process mail with maximum efficiency
- ◆ identify the classes of domestic and international mail
- ◆ explain the various services provided by the USPS
- ◆ identify and apply common copier features and operating procedures
- ◆ prepare materials to be copied
- ◆ describe photo typesetting/imaging and its uses
- ◆ learn desktop publishing software

Unit Activities:

PROCESSING MAIL

- ◆ After visiting the Morehead Post Office, MSU Post Office, and Rowan Regional Technology Center's mail room, students will write a paper about what they learned.
- ◆ After the mail lecture, students will be presented with actual mail to sort, distribute, open, summarize, file, and answer.
- ◆ Students will send a certified letter with return receipt to another student. Postage will be paid by PBL for this assignment.
- ◆ Students will use the school's postage meter to calculate and process the outgoing mail.
- ◆ Students will use the Internet to find zip codes and addresses.

REPROGRAPHICS

- ◆ Students will work in groups and make copies for various departments in the school.
- ◆ Students will create and publish a school newsletter.
- ◆ Students will create a PowerPoint presentation for the business department, school, class, and/or PBL.
- ◆ Students will submit and discuss newspaper, magazines, or journal articles pertaining to this unit. They could also write an abstract of the articles. A class discussion in nicenet.org could also be scheduled.

**UNIT 3:
OUTLINE, OBJECTIVES, AND
ACTIVITIES**

UNIT III: ADMINISTRATIVE SUPPORT FUNCTIONS

Unit Outline:

I. ADMINISTRATIVE SUPPORT FUNCTIONS

- A. Travel**
- B. Meetings**
- C. Appointment Scheduling**
- D. Manners and Ethics**

Unit Objectives:

After completion of this unit, students will:

- ◆ use up-to-date technology to make travel arrangements
- ◆ describe the major forms of business travel
- ◆ identify and demonstrate proper procedures for completing business travel arrangements
- ◆ demonstrate proper procedures for successful business meetings
- ◆ discuss appropriate and acceptable behavior in business environment
- ◆ diagnose ethical issues evident in today's workplace
- ◆ formulate resolutions by role playing to resolve typical co-worker and employee/employer conflict
- ◆ possess increased awareness that the role of the secretary is revolving into an office support staff member with increased administrative duties

Unit Activities:

TRAVEL

- ◆ Make travel plans using the Internet. This would include hotel and plane reservations, and rental car information.
- ◆ Contact the Chamber of Commerce for visitor information packets.
- ◆ Obtain site-seeing information from an E-mail address you found on the Internet.
- ◆ Prepare itineraries and travel folders.
- ◆ Research local travel habits by conducting a survey from local businesses on how often and where employees travel.

MEETINGS

- ◆ Attend a local city council meeting and report procedural and topic information to class.
- ◆ Plan a PBL meeting. This would include preparing an agenda, preparing a meeting folder for officers, sending invitations to members, reserving a meeting room, making arrangements for refreshments, scheduling a guest speaker, introducing the speaker, and sending follow-up thank you letters.

SCHEDULING

- ◆ Locate scheduling software from the Internet. Request a complimentary copy for the department.
- ◆ Visit St. Claire Maternity Center and/or Dr. Spurlock's office in Morehead to view scheduling software. Students will report findings to class.

Unit Activities (Continued)

MANNERS AND ETHICS

- ◆ Prepare a position paper pertaining to business and workplace ethics.
- ◆ Compare and contrast position papers within group settings.
- ◆ Schedule a PBL meeting with a formal dinner at Holiday Inn to reinforce business etiquette, manners, dress, and protocol.
- ◆ Portray case studies on good behavior vs. bad behavior.
- ◆ View Manpower Inc. video used to train workers in business etiquette.

UNIT 4: SIMULATION

UNIT IV SIMULATION

Unit Outline:

I. SIMULATION

- A. Job Planning**
- B. Office Setup/Placement/Tasks**
- C. Business Reports/Employment Portfolio**

Unit Objectives:

In addition to objectives already mentioned, after completion of this simulation students will:

- ◆ Apply strategies to make an effective transition from school to work.
- ◆ Select career resources to develop an information base that includes global occupational opportunities.
- ◆ Assess personal strengths and weaknesses as they relate to career exploration and development.
- ◆ Internalize knowledge gained from personal assessment to a comprehensive set of goals and an individual career plan.
- ◆ Illustrate the proper method for applying and interviewing for a job.
- ◆ Portray proper dress and grooming for an interview.
- ◆ Select and use word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia, and imaging software.
- ◆ Layout an organized workstation and office.
- ◆ Dramatize speaking and listening techniques that assure effective oral communications.
- ◆ Combine writing and reading skills that are a necessity in the work environment.
- ◆ Reflect techniques for interacting successfully with coworkers, supervisors, and cliental.

Unit Activities:

JOB PLANNING

- ◆ Students will use the Internet to locate job openings and opportunities.
- ◆ Students will prepare a resume and a letter of application.
- ◆ A simulated interview will be completed. Students will be interviewed by the school's faculty/staff members, another student and a local business representative.
- ◆ Students will prepare job interview follow-up letters.
- ◆ Students will do a self assessment after their interview and discuss the assessment with peers.

OFFICE SETUP/PLACEMENT/TASKS

- ◆ A simulated office will be replicated, and students will be given daily and weekly job tasks.
- ◆ Students will be given a budget to furnish the office. They will use the Internet to obtain information on cost of furniture and equipment.
- ◆ Conduct a survey of at least four offices regarding layout and equipment used.
- ◆ Round table discussion will be conducted by the entire class, using information gathered from survey. Students will select the most appropriate layout and equipment for a specific office (insurance, medical, or real estate).

BUSINESS REPORTS/EMPLOYMENT PORTFOLIO

- ◆ Students will prepare an employment portfolio.
- ◆ Students will prepare an office reference manual through team effort.
- ◆ Using nicenet.org, students will be grouped and given problem solving and critical thinking exercises to complete. (*National Standards for Business Education*) (Young) (See Appendix)

INTERNET/WWW SITES

INTERNET/WWW SITES

Business Education Network	http://www.bus.usu.edu/ben/assoc/wbea/news/school
Career Consulting Corner Interviewing Tips	http://www.flash.net/%7ECareer30/inter3.htm
Computer Curriculum Corp. (Learning projects, resources for teachers & students)	http://www.ccnet.com/
Computer Training Network & Job listings	http://www.crctraining.com/training/
Curriculum Standards	http://info@ncrel.org
Department of Agriculture Extendsion Education	http://www.uidaho.edu/aglaee/resource.htm
Federal Funding	http://www.ed.gov/Technology/tec.guid.htm
National Clearinghouse for ESL Literacy Education (NCLE)	http://www.cal.org/ncle
National Center for Research in Vocational Education	http://ncrve.berkeley.edu/md5-812/
Developing Edcuational Standards	http://putwest.boces.org/standards.html
Center for Occupational Research and Development	http://www.cord.org
Business Information Systems & Educational Business Education Network	http://biseben.bus.usu.eduBudEdNetwork
Technology/Vocational Studies Search Engine	http://votech.miningco.com/library/weekly/mcurrent.htm

National Business Education Periodicals	http://zelda.thomson.com/partner/nbea/periodcl.html#keyboarding
Careers and Education Channels	http://www.excite.com/channel/career/?1-ched-t
Kentucky Information in Cyberspace: Piecing it all Together	http://www2.wku.edu/~etkincl?kiic/
Grants	http://www.autodesk.com/foundationross . Kleinberg@autodesk.com Phone: 415-507-5664
Internet Tutorial	http://www.lib.berkeley.edu/teachinglib/guides/Internet/FindInfo.ht
Kentucky Department of Education	http://www.kde.state.ky.us/caa
Keypals	http://Gopher.undp.org (Login as "gopher") /other United Nations and related gophers\UNICEF
Keypals	http://Nysernet.org/special_collections:K12
Keypals (Gopher to:)	Wealaka.orgeosurvey1.gov/K12/keypalswanted
Keypals	http://Kids.ccit.duq.edu
Library References	http://www.bess.net/reference/
Pathways to School Improvement	http://ncrel.org/sdrs/areas/cu0cont.htm
SCANS 2000	http://infinia.wpmc.jhu.edu/
Teacher Talk	http://excite.com/channel/career/?achedt
Teaching Tips	http://teach.admin.iastate.edu/cte/tips.html
U.S. Post Office	http://www.usps.gov/

Microsoft Office-Lesson Plans	http://www.microsoft.com/education/curric/activity/
Computer Technology	http://www.infoworld
Government Census Data	http://www.census.gov
Internet Business Resources	http://gopher://cob.fsv.edu:4070
Business Resource Center	http://www.kcilink.com/sbhc/
Managing a Small Business	http://www.liraz.com
GNN Traveler's Center	http://nearnet.gnn.com/gnn/meta/travel/index.html
Small Business Administration	http://www.sbaonline.sba.gov/
Microsoft Carpoint	http://www.carpoint.msn.com
U.S. Dept. of Labor	http://www.dol.gov/

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POWER POINT SLIDES

OFFICE SYSTEMS Curriculum Guide

Developed by:

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COURSE DESCRIPTION

- GATEWAY TO CAREERS
- GATEWAY TO EMPLOYMENT
- DEVELOP A BUILD UP
SKILLS FOR THE WORKPLACE
- DEVELOP COLLEGE
CAREER SKILLS

COURSE RATIONALE

- Introduces students to the Real World
- Bridges the gap between school and work
- Provides students with a background that will be invaluable to succeed in tomorrow's global economy

TEACHING STRATEGIES

- Hands-on Learning
- Self-Directed Learning
- Group Learning
- Learning by Discovery
- Learning by Experience
- Self-Directed Learning
- Group and Whole Class Learning
- Learning and Presentation Skills

COURSE OBJECTIVES

- Increased abilities for global workforce
- Knowledge of office roles
- Marketable skills
- Reinforcement of basic skills
- Increase in motivation and productivity
- Better communication
- Identify opportunities for employment

COURSE OUTLINE

- Information Processing
- Document Distribution
- Administrative Support Functions
- Simulation

UNIT 1 INFORMATION PROCESSING

- Identify common office technology
- Functions of telephone, facsimile, and fax
- Operation of telephone, facsimile, and fax
- Operation of computer, Internet, and e-mail

UNIT 1 OBJECTIVES

- Access and use Internet information
- E-mail
- Demonstrate effective procedure for incoming and outgoing calls
- Identify equipment, technology, and procedure for common forms of telecommunication

UNIT 1 ACTIVITIES

- E-Mail
- Obtain telephone numbers from Internet
- Verify and conduct telephone calls

UNIT 2 DOCUMENT DISTRIBUTION

- Process and Mail
 - Incoming
 - Outgoing
 - Interoffice
- Reproduction
 - Office Copier
 - Desktop Publishing

UNIT 2 OBJECTIVES

- Process incoming and outgoing mail
- Apply common equipment, and operating procedure
- Describe photocopying and faxing and its use
- Explain desktop publishing software

UNIT 2 ACTIVITIES

- Use Internet to find zip codes and addresses
- Publish a school newsletter
- Visit Post Office and send a paper

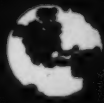
UNIT 3 Administrative Support

- Travel
- Meeting
- Appointment Scheduling
- Manners and Ethics

UNIT 3 OBJECTIVES

- Make travel arrangements
- Plan and conduct business meetings
- Determine ethical course
- Exemplify responsibility to the workplace and employees in business conduct

UNIT 3 ACTIVITIES



- Conduct travel survey from local businesses
- Plan PBL meeting with formal dinner
- Attend a local city council meeting and discuss

UNIT 4 SIMULATION

- Job Planning
- Office Setup Placement Tool
- Office Procedures Manual
- Employment Portfolio

UNIT 4 OBJECTIVES

- Apply transition from school to work
- Assess personal strengths and weaknesses
- Demonstrate effective oral and written communication
- Reflect on changes for interacting successfully with coworkers, supervisor and client

UNIT 4 ACTIVITIES

- Use Internet to locate and apply for job
- Simulate interview with off and on camera



APPENDIX

Examples of Assignments, Activities,
Lesson Plans, Handouts, Test, etc.

OFFICE SYSTEMS RUBRIC

CRITERIA	LEVEL 4: THE ABILITY TO INTEGRATE LEARNING AND CREATE NEW APPLICATIONS OF LEARNING 20 Points	LEVEL 3: THE ABILITY TO TRANSFER LEARNING TO NEW SITUATIONS 16 Points	LEVEL 2: PRACTICAL APPLICATIONS OF LEARNING WITHIN VARIOUS CONTEXTS 10 Points	LEVEL 1: UNDERSTANDING OF KNOWLEDGE BASE 6 Points	POINTS RECEIVED
1. Communication Skills (Oral and Written)	Communicate clear, well-stated messages with no errors.	Communicate clear, well-stated messages with one or two errors.	Communicate messages that are understandable with one to three errors.	Communicate messages that are understandable with four or more errors.	
2. Contributing Citizen	Work as a positive group member. Help four classmates improve. Show leadership skills in four activities.	Work as a positive group member. Help three classmates improve. Show leadership skills in three activities.	Work as a group member. Help two classmates improve. Show leadership skills in two activities.	Work as a group member. Help one classmate improve. Show leadership skills in one activity.	
3. Analysis and Problem Solving Skills	Apply prior knowledge to new situations to complete assigned tasks at 90 percent or higher achievement. Formulate six situations requiring analysis.	Apply prior knowledge to new situations to complete assigned tasks at 80 percent or higher achievement. Formulate four situations requiring analysis.	Apply prior knowledge to new situations to complete assigned tasks at 70 percent or higher achievement. Formulate two situations requiring analysis.	Apply prior knowledge to new situations to complete assigned tasks at 60 percent or higher achievement. Formulate one situation requiring analysis.	

CRITERIA	LEVEL 4: THE ABILITY TO INTEGRATE LEARNING AND CREATE NEW APPLICATIONS OF LEARNING 20 Points	LEVEL 3: THE ABILITY TO TRANSFER LEARNING TO NEW SITUATIONS 15 Points	LEVEL 2: PRACTICAL APPLICATIONS OF LEARNING WITHIN VARIOUS CONTEXTS 10 Points	LEVEL 1: UNDERSTANDING OF KNOWLEDGE BASE 5 Points	POINTS RECEIVED
4. Value Judgements and Decision Skills	List four situations where value judgements are inappropriate. Decide correct action to be taken in six various situations.	List three situations where value judgements are inappropriate. Decide correct action to be taken in four various situations.	List two situation where value judgements are inappropriate. Decide correct action to be taken in three various situations.	List one situation where value judgments are inappropriate. Decide correct action to be taken in two various situations.	
5. Creativity Skills	Design a sales letter which includes four or more clip art images, two font styles and sizes, various color schemes. Create four new ideas for the simulated office.	Design a sales letter which includes three clip art images, one font style and size, various color schemes. Create three new ideas for the simulated office.	Design a sales letter which includes two clip art images, one font style and size, and one color scheme. Create two new ideas for the simulated office.	Design a sales letter which includes one clip art image, one font style and size, and one color scheme. Create one new idea for the simulated office.	
6. Global Awareness	Correspond with offices in four different countries. Develop a report listing office skills necessary in four different cultures.	Correspond with offices in three different countries. Develop a report listing office skills necessary in three different cultures.	Correspond with offices in two different countries. Develop a report listing office skills necessary in two different cultures.	Correspond with offices in a foreign country. Develop a report listing office skills necessary in one culture.	

CRITERIA	LEVEL 4: THE ABILITY TO INTEGRATE LEARNING AND CREATE NEW APPLICATIONS OF LEARNING 20 Points	LEVEL 3: THE ABILITY TO TRANSFER LEARNING TO NEW SITUATIONS 15 Points	LEVEL 2: PRACTICAL APPLICATIONS OF LEARNING WITHIN VARIOUS CONTEXTS 10 Points	LEVEL 1: UNDERSTANDING OF KNOWLEDGE BASE 5 Points	POINTS RECEIVED
7. Technology Skills	Send an E-Mail message to four classmates every day. Visit four sites on the Internet every day.	Send an E-Mail message to three classmates every day. Visit three sites on the Internet every day.	Send an E-Mail message to two classmates every day. Visit two sites on the Internet every day.	Send an E-Mail message to one classmate every day. Visit one site on the Internet every day.	
8. Life and Career Planning	Assess four personal strengths and three weaknesses as they relate to career and life development. List four career goals.	Assess three personal strengths and three weaknesses as they relate to career and life development. List three career goals.	Assess two personal strengths and three weaknesses as they relate to career and life development. List two career goals.	Assess one personal strength and one weakness as they relate to career and life development. List one career goal.	
TOTAL POINTS					

**STUDENT PERFORMANCE
SELF-EVALUATION (also TEACHER EVALUATION)**

Name: _____

Date: _____

Grade: _____

	20 POINTS	18 POINTS	14 POINTS	10 POINTS	0 POINTS	
A. JOB KNOWLEDGE Possession of information and understanding of the work to be performed (how well student knows the job)	Thoroughly familiar with all phases of work.	Well rounded knowledge. Requires minimum assistance.	Adequate job knowledge. Requires some guidance and assistance.	Limited job knowledge. Requires considerable assistance.	Inadequate knowledge. Requires improvement.	<u>COMMENTS:</u>
B. QUANTITY OF WORK Volume of acceptable work turned out and use of working time.	Rapid worker. Unusually high output.	Better than average work flow.	Average amount of work turned out, but seldom more.	Output of work is frequently less than expected.	Very slow worker. Must improve.	<u>COMMENTS:</u>
C. QUALITY OF WORK Accuracy, neatness and dependability of results.	Consistently excellent quality.	Highly accurate with few errors.	Acceptable degree of accuracy. Occasional errors.	Careless. Frequently does unacceptable work.	Too many errors. Must improve.	<u>COMMENTS:</u>
D. INITIATIVE Ability to originate, develop and/or carry out new ideas or methods. (Amount of supervision required)	Continually innovative and resourceful.	Considerably resourceful. Needs little follow-up.	Shows occasional initiative. Performs some assignments without much direction.	Rarely shows initiative and requires frequent follow-up.	Needs follow-up on all phases of work.	<u>COMMENTS:</u>
E. COOPERATION Ability and willingness to work with others.	Exceptionally good team worker. Always cooperative.	Most often cooperative.	Usually cooperative. May clash occasionally with others.	Cooperative only when has to be. Frequent conflicts.	Very poor relationships. Must improve.	<u>COMMENTS:</u>

BET 480-OFFICE SYSTEMS I

Outgoing Postal Services

Name: _____

Date: _____

II. Directions: Obtain envelopes and labels from your instructor.

- ◆ Key the address below on a proper label and place on a large (10" X 13") envelope. Use the Internet to find the zip code.

Ms. Melissa Carroll
123 Office Street
Columbus, OH

- ◆ Send a certified envelope with a return receipt to the person below. Use the Internet to find a zip code. Your instructor will give you money for postage. Use your name and the school's address on the return receipt. Turn in the certified receipt with this assignment sheet.

- ◆ Your instructor will provide you with a package. Use the school's postage machine to weigh the package. Use the Internet and determine postage cost for this item. Check rates from the US Postal Service, UPS, and Federal Express. Answer the questions below.

Package #: _____

Weight: _____

What is the cost to send the package by UPS? _____

What is the cost to send the package by US Postal Service? _____

What is the cost to send the package by Federal Express? _____

What Internet sites did you use? _____

BET 480-OFFICE SYSTEMS I

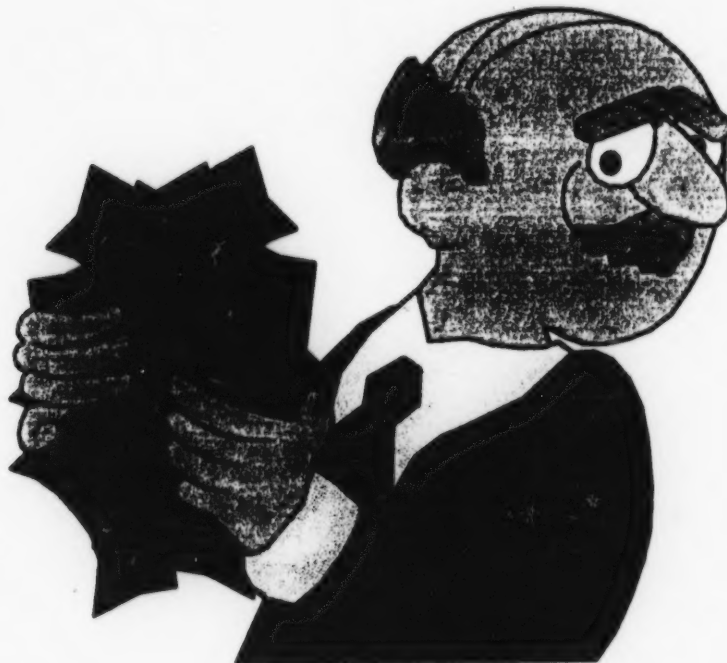
Incoming Postal Services

Name: _____

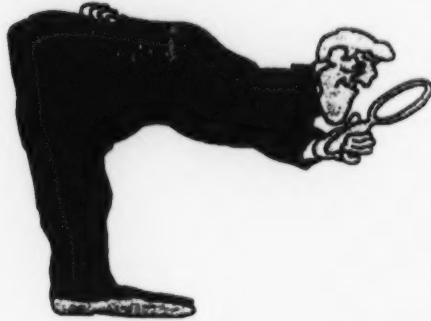
Date: _____

I. Directions: Your instructor will provide you with incoming mail.

- ◆ Sort, open and date each piece.
 - ◆ Summarize the letter from _____.
 - ◆ Distribute by attaching mail to a cover sheet labeled for each employee.
 - ◆ Prioritize mail for each employee.
-



CRITICAL THINKING EXERCISE



Suspect says he headed his car north on a straight road and drove for a hundred yards.

Suspect states he ended up 100 yards south of where he started.

Suspect states there are two different ways he can do it.

Suspect is sane, not on drugs, and passes a lie detector test.

How can this be?

SOLUTION #1: He drove backwards.

SOLUTION #2: The front of his car was just shy of the North Pole when he started.

CRITICAL THINKING EXERCISE

Bill is taller than Kevin.
Bob is shorter than Sue.
Sue is taller than Bill.
Sean is taller than Kevin, but shorter than Bob.
Who is tallest?



ANSWER: Sue

SUPPOSE EVERY TEXT-book contained pointers to Internet resources that focused on a particular subject. Would you like students to access the latest information about a particular topic? There is actually a way to make this happen. And it is not magic.

The Internet opens up these magical possibilities and makes them real. All you need to do is simply jump to the corresponding Web page and discover an almost unlimited number of topic-specific and related resources. The following easy projects are suggestions on what you can specifically do on the Internet across content areas:

Project 1

Teachers can match students with e-mail penpals anywhere in the world to collect weather data, to learn about world cultures or to practice languages with native speakers. Students learn quite a lot about traditional foods, sports, popular music or holiday festivities by having an e-mail penpal.

Project 2

Students can join global projects to correspond with explorers in the Arctic or even in the Central American jungles. Students can start out by discussing how to prepare for a trip and how to go about receiving tourist information. Students can create an itinerary for a fictitious trip using the Internet.

The MayaQuest '96 Explorer Program is one such activity that can be reached on the Internet. It is an interactive computer project for 4th through 8th grades that transports students literally right into the jungles of Mexico, Guatemala and Belize. This archaeological expedition began in the spring of 1995. MayaQuest '97 continues through April 11, 1997. For more information on MayaQuest '97, contact MECC at 800/685-6322, ext. 529.

The Jason Project encourages students to visit an ocean expedition and other classrooms around the world for an underwater experience. The Jason Project is an ongoing educational experience that focuses on a variety of ocean themes. The latest Jason VII investigates conditions for life including the habitats and food for the aquatic population. Investigations will

HOW EDUCATORS USE THE INTERNET

By Gregory Giagnocavo



Brodart

take place in Southern Florida—the Everglades, Florida Bay, Florida Keys and relic reefs. You can call the Jason Project directly at 617/487-9995.

Project 3

Students invite a scientist or writer to visit them electronically to exchange questions and answers. Message postings from research scientists add an exciting human element to the world of scientific exploration. Try using the Internet to find information about plant anatomy, to find weather information, to learn how the seasons differ in the northern and southern hemispheres or to better understand global warming and earthquakes in geology.

Project 4

It is obvious that recently discovered, but long-hidden documents, pictures and artifacts bring history to life. Gather information about the women's suffrage movement, about a particular city's history and geography or about Native American history and culture.

Project 5

Immediate coverage of world events, sports, politics and on-the-spot reports from the scene of natural disasters give new meaning to

a class on current events. It could be years until traditional print texts can include this information. But for users on the Internet, it's all just a mouse click away.

Project 6

A universal message can be posted from one classroom to the Internet asking other schools to respond to a question. The messages then posted can be illustrated on a worldwide map indicating the wide ranging scope of exactly how far the Internet can reach other people.

Project 7

Teachers and educators can use the Internet as a source of solving fun math problems. Any problem can be completed by illustrations, biographies, chronologies, lessons and standard guidelines.

The Internet itself is considered to be almost 20 years old. But for K-12 educators, it's only in its infancy. If you have not dabbled or experienced it yet, find someone who can give you a glimpse of the world beyond.

Gregory Giagnocavo is the author of the Educator's Internet Companion. ©1995. Classroom Connect, Inc., Lancaster, PA.)

Leadership—A Skill for Everyone!

How To Conduct a Successful Meeting

by Betty Fry, NBEA President-Elect

Successful meetings do not just happen. They are planned and organized. Having a plan and following that plan enable the facilitator and the participants to accomplish their goals and objectives in an effective and efficient manner.

A successful meeting requires planning, implementation, and follow-up.

Planning

- Determine objectives that cover the necessary items.
- Identify the participants for the meeting.
- Establish a meeting schedule or agenda and indicate time constraints for discussion of each topic.
- Choose a meeting site compatible with the objectives; avoid a 16-hour day scheduled for a resort area or a 4-hour meeting at a location with no other activities planned or available.
- Notify participants well in advance of the meeting and follow up. Ask for response regarding attendance, indicate expenses involved in attending.
- Prepare and distribute materials prior to the meeting so participants can be prepared.
- Contract in writing the needed services such as meeting rooms and food and beverage service.
- Avoid exorbitant costs; plan for spe-

cific numbers for breakfast, luncheon, or dinner meetings. Coordinate closely with site caterer or food providers. Allow for no-shows when guaranteeing numbers for attendance at meal functions.

Implementation

- Arrange the meeting room to encourage the participation desired: U-shaped table arrangements, conference style, classroom style, or round tables. Eye contact promotes participation.
- Follow *Robert's Rules of Order* when conducting a meeting; appoint a parliamentarian if appropriate.
- Eliminate interruptions during the meeting by setting guidelines for the use of cell phones and the receipt of messages.
- Introduce guests adequately and appropriately. If guests are invited to speak, choose a designated time.
- Maintain appropriate climate control in the meeting room for the comfort of the participants.
- Schedule breaks for participants, especially following meals or beverage services.

Facilitators should use the following rules for conducting a meeting:

- Begin and end the meeting on time.
- Encourage input from the whole group.

- Keep the meeting on task with positive focus.
- Promote meaningful, timely coverage of each topic.
- Limit repetitive and prolonged comments.
- Protect the group from one person's domination.
- Bring closure to the discussion on each agenda item.
- Summarize accomplishments and assign follow-up responsibilities.
- Establish deadlines.
- Adjourn the meeting.

Follow up

The job of the facilitator is to coordinate activities for closure to the process and for continuing the participants' necessary activities.

- Record and distribute the minutes of the meeting in a timely manner. If response or action is needed, provide reminders.
- Monitor progress of activities, committees, and task forces.
- Carry out directives from the meeting promptly. Appoint committees, send correspondence, make telephone calls, obtain information.
- Meet any financial obligations, such as travel expenses and site expenses, in a timely manner. ■

WHISTLESTOP 3: COMPOSING EMAIL MESSAGES

WHAT TO DO

In this task, you will compose two email messages as described in the steps below. Pay close attention to spelling, grammar, and proper email format.

Steps to follow:

1. Email G. Montgomery in Information Services to schedule an appointment for next Friday to discuss the new Web home page you propose to set up for your department. The meeting needs to be at 9:00 a.m. in your office. Ask for a response.

You must find G. Montgomery's email address. Where would you most likely find it? Address the message properly according to the email software you are using. In the space below, write out the entire email message format and the message, and indicate the commands you would use to send the message. [Mind your netiquette!]

2. Exchange papers with someone in your class. Ask her or him to write a response to your email message as if he or she were G. Montgomery. (You probably will be asked to do the same for one of your classmates.) Ask your classmate to compose the response in the space below or use the back of this page. (The response should include the commands to receive the message, the format for the response, and the commands to send the message.)

WHISTLESTOP 11: CONVERT U.S. CURRENCY

WHAT TO DO

Choose a city or country you want to research and to visit. In order to travel to a city in another country, you need to have the right currency so you can buy some of the neat things you will find there. Therefore, you need to know how to convert American dollars and cents into that country's currency. The *Internet Express* makes this task a snap!

Steps to follow:

1. Choose a city outside of the U.S. to visit. Access information about the city online by keying in the name in the search box of the search engine and submitting your query. WebCrawler is a good place to start. Or key in the following site in your Web browser:

GNN Traveler's Center

<http://nearnet.gnn.com/gnn/meta/travel/index.html>

2. Read about the city and its currency. There's probably a lot more about the city you need to know about, too.
3. You will be taking along \$1,500 in American dollars with you on your trip (or you choose an amount that seems reasonable to you).
4. Now you are ready to convert American currency in the currency you will need when you travel to your city and country. Visit one of the following sites and follow the instructions to complete the currency transaction:

<http://www.xe.net/currency/>

<http://bin.gnn.com/cgi-bin/gnn/currency/>

<http://www.vacation-inc.com/>

5. Choose another city or country and complete the exercise a second time.
6. Create a table (such as the one on the following page) which shows the names of the cities or countries you chose, the amount of American dollars you plan to take, and the amount of currency you will need to exchange before your trips at a bank or before you board your plane at the airport. Turn in your table to your teacher. You may want to display your results on a classroom bulletin board.

Country

American Dollars

Currency

Conversion
Ratio

WHISTLESTOP 18: UNDERSTANDING ECONOMICS

WHAT TO DO

In this task:

- You will demonstrate ability to explore specific concepts related to business and economic data
- You will be able to access the *Internet Business Resources* and other sites to acquire and use economic data
- You will be able to discuss your findings from this resource

Steps to follow:

1. Define economics as a process.
2. Identify economic activities.
3. Explain the importance of understanding economics.
5. Identify the major types of economic resources.
5. Identify examples of economic resources.
6. Access the *Internet Business Resources* site:

gopher://cob.fsu.edu:4070

Look in **Internet Business Resources**
(See the Main Menu below.)

Main menu

1. About Internet Business Resources
2. Business School Gophers
3. Business and Economic Data
4. Business and Economics Compilations
5. Commercial Services
6. Electronic Serials, Mailing Lists, Newsgroups
7. Governmental Bodies Affecting Business
8. Organizations Related to Business
9. Various Topics Related to Business

7. Compare and contrast the characteristics and values of three major economic systems.
8. Find information online that will graphically illustrate the concepts of production, gross domestic product, export/import data for the United States. Compare the data for the United States with another country, such as Cuba, Canada, Singapore, Great Britain, etc. Use the following sites to collect the information for the country:

<http://lib4.fisher.su.oz.au:80/Guides/government/index.html>

(For international commerce information about Asia, Australia, Canada, Europe, New Zealand, the U.K., and the U.S.)

<http://www.ic.gov:80/96fact/fb96toc/fb96toc.html>

(CIA World Fact Book)

9. Share the information in a class discussion.

WHISTLESTOP 7: SHOPPING FOR A CAR IN CYBERSPACE

WHAT TO DO

If you're a savvy shopper, you probably want the best buy for your money when you make a purchase. It only makes economic sense! The Internet's potential to make shopping easier lies in its ability to educate and inform the consumer, as well as store a world of information. In this task, we will use the Internet to find the best buy for a car.

Steps to follow:

1. Before you look for your new or used car, truck, or van online, select the model you think you want to buy (or think you can afford). Visit a dealership in your area to pick up brochures about the model. Read newspaper advertisements that give prices for the model of car you think you would like to purchase. Have the brochures and ads with you as you access the online information.
2. Access the following sites:

Edmund's Automobile Buyer's Guide

<http://www.edmunds.com/>

This site has the full content of the famous automobile buyer's guidebooks, as well as the rating and review information for new and used cars, trucks, and vans organized by model and year. This site also provides links to late-breaking news and links to other automotive Web sites. In addition, you can find the features and sticker prices for your selected model.

Auto Town

<http://www.autotown.com>

In this town, all roads lead to automotive resources, including new-car price quotes, classified ads, and consumer magazines.

Microsoft CarPoint

<http://carpoint.msn.com>

Choose your car model here, get the retail price by using the navigation bar on the left side of the page.

3. In-depth information about car repairs and mechanical information can be found at National Public Radio's Car Talk program. Access:

NPR's Car Talk

<http://www.cartalk.com>

4. Select the model of the car, van, or truck you think you would like to purchase and compare features and prices with the information from the newspaper ads and the local dealership information. Which is the best buy for you? Did you find any relevant mechanical information about the car, van, or truck you would like to buy?
5. Is this purchase within your budget? Also, how much is the yearly insurance premium you would have to pay for your car, van, or truck? Is the insurance payment within your budget? Where did you find information about car insurance on the Internet? List the URL below.

Use the *Loan Calculator* at the following site to determine if the car and insurance is within your price range:

Microsoft CarPoint Loan Calculator

<http://carpoint.msn.com/LoanCalc/loancalc.asp>

6. As an extension to this task, you might undertake a simple search on the Internet for the car, van, or truck model by its maker's name, such as GM, Ford, Chrysler, Honda, Toyota, Saturn, etc.
7. *Alternative activity:* Read the safe driving tips posted on the WWW by a high school student in Maryland or add your own:

Teen New Drivers' Home Page

<http://www.ai.net/%7eryanb/>

WHISTLESTOP 12: FINDING A JOB ON THE INTERNET

WHAT TO DO

There are many sites on the World Wide Web which post job listings for various organizations. The purposes of this task are to acquaint you with the kinds of jobs that are posted on the Internet, as well as to ask you to undertake an analysis of an occupation that appeals to you and to find a job in that occupation that is listed on the WWW. Whistlestop 13 asks you to explore Internet locations for online colleges and universities which you might attend to prepare for your chosen occupation.

Steps to follow:

1. Take a career interest inventory which might be administered by a counselor in your school. (It may not be necessary to start with Step 1 if you already have an idea of the kind of occupation you are interested in.) Try this site to help you plan your future:

Mapping Your Future

<http://mapping-your-future.org>

2. Access and read the "Tomorrow's Jobs" and "Employment Outlook: 1994-2005" pages in the *Occupational Outlook Handbook* site. Find information about the occupational area that interests you:

Occupational Outlook Handbook

<http://www.stats.bls.gov/ocohome.htm>

Select "Tomorrow's Jobs"

Select "Employment Outlook: 1994-2005"

3. Access one of the following employment resources sites to find listings for your chosen occupation. Read enough to have an idea of the demand.

Career Path

<http://www.careerpath.com>

JobHunt

<http://www.job-hunt.org>

CareerWeb

<http://www.cweb.com>

Career Magazine

<http://www.careermag.com/>

Career Mosaic

<http://www.careermosaic.com/>

Helpwanted.com

<http://helpwanted.com>

IntelliMatch

<http://www.intellimatch.com>

The Monster Board

<http://www.monster.com/home.html>

Other sites

<http://www.espan.com/>

<http://www.occ.com/occ/>

<http://www.nando.net/classads/employment/careers.shtml/>

<http://www.jobweb.org/>

<http://www.ajb.dni.us/> (America's Job Bank)

<http://careersonline.com/>

<http://www.smartbiz.com/sbs/careers.htm>

<http://www.rpi.edu/dept/cdc/homepage.html>

<http://develop.mainquad.com>

<http://classifieds.yahoo.com>

Hint: If you know the career you are interested in, access the following site and search the newsgroups by keying in the relevant words, such as "marketing", "sales", "accountant", or "Texas", "California", "Kentucky", etc.

Deja News

<http://dejanews.com>

3. Fill out the Career Exploration Questionnaire and turn in to your teacher.

Keying In

The Newsletter of the National Business Education Association

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January 1996

Teaching Students the Unwritten Rules Business Etiquette

For many new employees, going to work in a new job is like entering a different world where some of the rules are the same and some are different. Most of the rules are unwritten, but break them at the risk of losing out on promotions or even of losing the job. Business educators are preparing their students for this sometimes confusing business world by teaching them business etiquette.

Basics

While each business or office has its own way of doing things, there are many basic etiquette rules that are the same. Students can learn these rules and know how to pick up those special ways of doing things that make each business different. For example, dress codes may vary widely; one business may require dark suits and ties, while another office is comfortable with employees in more casual dress. Both offices, however, expect employees to be neat, clean, and well groomed. Punctuality is another universal rule, at least in the United States. Politeness, with lots of "pleases" and "thank you's," always makes interpersonal interaction go smoother.

After students have been taught a set of rules, they need to practice them until they become automatic. Once that



happens students can relax, feel comfortable and confident, and concentrate on the business at hand.

Methods

Role-playing is a good way to reinforce what has been learned from textbooks and other materials. Another excellent method is to take students to eat in a restaurant. In this setting, students can learn table manners and how to make conversation as the meal progresses. A student-organization-sponsored occasion is an excellent opportunity to practice etiquette.

Carmen Browne, who teaches Office Automation at Central Virginia Community College, Lynchburg, requires her students to keep a journal in which they record their observations of how other people practice or don't practice proper behavior. Then the students share the observations with the rest of the class and have discussions about the behavior. Dr. Browne also brings in speakers from businesses, who stress the importance of practicing business etiquette. "Students are more impressed when they get the inside information from a representative of the business world," Dr. Browne says.

Case studies portraying good and bad behavior is another way to initiate student discussions. Much can be learned from videos, such as the tapes Manpower Inc. uses to train workers sent out on assignment. The videos show the positive and negative ways to

handle a problem. A teacher can stop the tape and encourage students to discuss what they have seen.

Teachers who want firsthand knowledge of business etiquette in their part of the country should consider taking a temporary job with a business during summer vacation. Theresa TenEyck, an instructor in the business technology program at Boise State University, Boise Idaho, had not actually worked in an office for 25 years. She signed up with Manpower Inc. this past summer as a temporary worker. Her experience with several different companies taught her that students need to learn some of the unwritten rules of business before they begin working for any company.

Many business educators like to use ordinary behavior during the semester as an opportunity to teach etiquette. For example, at Northern Illinois University, DeKalb, Paula Brown's students kept forgetting to use her title when addressing her by name. This gave her the opportunity to teach them that calling people by the correct name and adding their title is important in the business world.

Continued on page 2

Visit NBEA

on the Internet!

Point your Web Browser to

<http://www.nbea.org/nbea.html>

Dressing for Success

Unwritten rules continued

At Central Virginia Community College, **Carmen Brown** gives her students a list of etiquette items to work on during the year, such as remembering to say "please" and "thank you" and not chewing gum. Working in groups provides another opportunity to teach students to treat each other with courtesy and respect, never ridiculing or disregarding others' ideas.

Integrating etiquette

Including business etiquette as a component of another course is a common method used by business education departments. Some schools also integrate it into an existing seminar. At Virginia Commonwealth University, the Department of Management includes a segment on business etiquette in a seminar it offers to seniors. A video is used to teach table manners and office party manners.

Topics

Teachers who include business etiquette in a course should tailor the lessons to the students' age, the area in which they live, their level of sophistication, and their interests. Topics could include the following:

- telephone etiquette.
- introductions.
- dress.
- why never to chew gum.
- the office romance.
- the office party.
- business meals.
- receiving and giving gifts.
- traveling on business.
- meetings, and
- global etiquette.

Etiquette rules change with the times, and probably not even Amy Vanderbilt was one hundred percent correct one hundred percent of the time. When you are in doubt about how to behave in a situation, rely on the basic rules of making the other person comfortable in your presence; and try never to embarrass anyone. Be cordial to all, remembering that everyone deserves our respect. ❀

There are many books available on how to dress for success. The basic rule is to take your cue from what others in the business are wearing, especially those in leadership roles. In some offices, a coat and a tie are required; in others, suits must be a certain cut and color and ties must be conservative. At the other end of the spectrum are offices where jeans and T-shirts are acceptable. But even in offices where informality is the rule employees will wear a suit or other professional attire if they know they have a meeting with someone from outside their office.

When interviewing, a dark suit is most appropriate for both men and women.

Remember, how you dress sends an important message to others about who you are. People will base their first impression of you on how you look, and you may not have the time or opportunity to correct wrong impressions.

Casual attire

Many companies have adopted the custom of Friday as a "dress-down" day.

This does not mean that anything goes; in fact, many companies are now specifying no jeans and no shorts. It's okay to change the suit for slacks and a sport shirt or cotton blouse, but the rules of cleanliness and neatness still apply.



Again, the advice is to look at what the boss is wearing. If casual attire is specified for a company picnic or social event, ask what that means. Don't embarrass yourself by showing up in cutoff jeans when everyone else is wearing slacks or casual dresses.

Grooming

No matter what you wear, be clean and well groomed. Hair should be clean and neatly trimmed. Makeup should be appropriate, not overdone, and well applied. Be sure your fingernails are clean. Wear a light fragrance, if any. Don't forget deodorant. Clean teeth and fresh breath are important.

Clothes should be well pressed and clean with no stains, no unraveling hems or frayed collars and cuffs. Shoes should be polished--and no worn down heels. Women should always wear nylons, check for a slip or undergarments showing, and avoid wearing too much jewelry. Women should also stay away from low-cut or sheer dresses or blouses, clothing that is too tight, and skirts that are extremely short. ❀

NBEA MEMBERSHIP APPLICATION

IMPORTANT: Please list both home and business addresses and telephone numbers.

Indicated mailing preference. ☐ Home

☐ Business

☐ Professional \$50

☐ Professional/ISBE \$80

Title _____ Name _____

Organization Name _____

Business Address _____

City _____ State _____ Zip _____

Business Telephone (area code) _____

Home Address _____

City _____ State _____ Zip _____

Home Telephone (area code) _____

☐ Check

☐ VISA

☐ MasterCard

Card # _____

Expiration Date _____

Signature _____

Signature Required for all Credit Card Orders

Meeting and Greeting

A first impression is often the most lasting impression. That's why it is important to learn how to greet people and the correct way to introduce people to one another.

The most important point about introductions is to remember to make them. And if someone forgets to introduce you, wait for an opportune moment and introduce yourself.

Basic rules

The basic rule for introductions is: Present the lower ranking person to the higher ranking person, regardless of age or gender. "Mr. CEO, this is my new assistant." "Professor, I'd like you to meet our new graduate student." If the persons you are introducing are equal in rank, mention the older one first. When making group introductions mention the smaller group first. You may want to suggest that the members of a group introduce themselves. If you are introducing one person to a group, present the group to the single person: "Jack Parkes, this is our accounting group--Susan Morris, John Brown, and Mary Patterson." If you are introducing a client or customer to someone in your company, the client takes precedence: "Michael Jones, this is my boss, Joe Jackson." Remember to use the title of the people you are introducing.

If you can, provide a little information about the people you are introducing. "Professor, I'd like you to meet our new graduate student. Mary has just moved here from Ohio. Mary, Professor Jones has been head of the Business Education Department for the past five years." If you are introducing yourself, add a sentence or two about yourself tailored to the event.

Whole lotta shaking!

When you are introduced, stand up and shake hands—women too. It's good to repeat the name of the person you have just met as you acknowledge the introduction. "It's nice to meet you, Ms. Smith." "Hello, Professor Jones."

Give a firm handshake, but not one that will leave the other person bruised and hurting. Always establish eye contact as you shake the other person's hand. The old rule was that the man waited for the woman to extend her



hand first. Women should be aware that some still remember this rule and therefore initiate the handshake.

Name calling

If you forget the name of a person you are introducing it is better to admit it rather than guessing and coming up with the wrong name. Just say, "I'm sorry, but I have forgotten your name." If you don't know how to pronounce a person's name, admit it and ask the person to help you out. If someone making an introduction calls you by the wrong name or mispronounces your name or gives other erroneous information about you, make the correction as lightly as possible so as not to embarrass the other person.

Until you have been told otherwise, call people by their last name and title. This is especially important for a job interview. When writing to someone be sure to spell his or her name correctly and have the correct title.

Business cards

Almost all American business men and women have business cards, although the protocol for exchanging them isn't as strict here as it is in some other countries. Your business card represents you, so have your cards printed on good quality paper; keep them readily available and in good condition. Business cards should contain your name, title, business, address, and phone number. Today, even the e-mail

address is included.

When is the right time to exchange business cards? If you are attending a meeting, just before the meeting begins is the right time. If you are making a sales call, present the card to the receptionist as a way of introducing yourself. In one-on-one encounters or when meeting people in small groups, giving your card at the end of the conversation is a way of saying you are interested in continuing the relationship at a later time. Don't hand out your card during a meal; wait until it's over. Do not hand out cards at a purely social occasion. In networking situations the more senior person initiates the handing out of cards. But if you are a visitor to someone's office, it is up to you to provide your card first.

Keep in mind that the protocol of handing out business cards in other countries can be very different from that in the United States. For example, in Japan, business cards play a important role in determining a person's status. The Japanese present cards at the moment of meeting, just after introductions have taken place.

When transacting business in another country, you should have the information on your card in the language of that country as well as in English. Upon arriving in the foreign country take your cards to a printer to have the reverse side printed in the local language. Titles are very important in many countries, so be sure to include your title (no abbreviations) on your card.



Keying In

The Gender Issue

Should a man open the door for a woman? Should a man let a woman exit the elevator first, carry her packages, and always pick up the tab after a meal in a restaurant? In the business world men should treat women as their colleagues and save the chivalry for life outside the office. People help each other when help is needed, regardless of gender. There's nothing wrong with a woman holding a door open for a man, if she gets there first or he has an arm full of packages. If men and women are on an elevator, the person (male or female) closest to the door should exit first.

Be careful

Men need to be very careful about complimenting a female coworker on appearance, risking a charge of sexism. To be safe, it is best to limit compliments to work-related items.

Another issue is how to address a woman—Miss, Ms., or Mrs. Unless the woman has specifically requested to be called by a certain title, Ms. is generally the accepted form.

A female coworker should never be referred to as a "girl." There are no "boys" in the workplace either. All are women and men, or perhaps young women and young men.

Dating

Is it okay to date someone in the same office? While there are obvious drawbacks, most experts say it is okay if the two people are of equal rank and if they are discrete. At work they must be all business and restrict the romantic part of the relationship to outside the office. Dating someone above or below in rank is not advised because of the suspicion that the higher-ranking person will favor the lower-ranked person.

Women entertaining

To make sure male colleagues have no doubt about who the host of a business meal is, a business woman should issue the invitation, choose the restaurant and make the reservation, and call the guest on the morning of the lunch to let him know what time and where to meet her.



Women traveling

If a woman is traveling with men she should take care of her own luggage, or if she must bring along more luggage than she can handle alone, she should make use of porters at the airports and at the hotel. The woman does her own tipping.

When a woman travels with an associate, male or female, expenses for taxis and dinners are split and each submits an expense report to the office.

If a woman is traveling alone on business, she doesn't have to order room service every night. A woman alone should feel comfortable eating in the hotel res-

taurant and even having a drink in the hotel bar. To ward off uncomfortable company she may want to carry her briefcase or a book to send the signal she is on business.

If the business group is traveling together includes only one man or one woman, take care to include the person in any after-dinner activities. It isn't polite to plan an excursion to a place where any one gender wouldn't feel welcome.

Women abroad

There are many countries where women do not take part in the business world and are expected to play a subjugated role. That doesn't mean, however, that American women *can't* do business in those countries. American women, in most respects, are not expected to act like the women of that country. They should be sensitive, though, to the differences in culture

continued on page 8

A Business Etiquette Quiz

- How would you introduce a sales representative to your boss?
(1) Mrs. Big, this is Joe Majors, a sales rep from Powerful Office Machines
(2) Joe Majors, I would like you to meet my boss, Mrs. Big
(3) Joe, this is the big cheeze
(4) Mrs. Big, meet Joe
- Who should exit first on an elevator?
(1) all women
(2) the woman closest to the door
(3) the closest man or woman to the door
- When a woman conducts business in a foreign country, she should always
(1) play a subjugated role to male business companions
(2) be sensitive to differences in culture
(3) enjoy complete freedom
- At a business dinner, how should you signal a waiter that you are ready to order?
(1) in a loud, but nonthreatening voice, call the waiter
(2) close the menu
(3) Speak in a low but audible voice, "Where's our waiter?" when another waiter or busboy is nearby
- In a restaurant, when is it proper to unfold a napkin and place it on your lap?
(1) as soon as you sit down
(2) when the first course arrives
(3) after your host does it
- When is it appropriate to put elbows on the table?
(1) never
(2) always
(3) only between courses
- How much should the host tip a wine steward?
(1) \$3 to \$4 bottle
(2) tipping is not necessary
(3) 10 %
- At a cocktail party, even if no alcohol is consumed, which hand holds the drink glass?
(1) left
(2) right
(3) it doesn't matter
- If, by oversight, you are left out of the introductions in a group at the office, what is the best way to correct the error?
(1) ignore the oversight
(2) introduce yourself
(3) point out the oversight in a strong manner

Answers: 1. (1); 2. (2); 3. (3); 4. (2); 5. (3); 6. (2); 7. (1); 8. (1); 9. (2)